

Teaching Darwinian Evolution Objectively

The Problem: Much of the evidence that supports the Darwinian evolution theory which is taught in our public schools is controversial. The Mount Vernon City Schools do not offer a place in the curricula to scientifically and critically examine this theory. In fact, at this time there is confusion among some MVCS science teachers over whether they are even allowed to encourage critical scientific thinking on evolution, even though it is considered excellent scientific reasoning to do so with any other controversial science theories (such as the particle versus wave theories on light).

Proposal: Add a policy statement to the MVCS science curricula that allows teachers / students to critically examine the evidence both for and against evolution. A suggested policy statement is attached below for the school board to consider.

What does the law say:

- ★ According to an attachment on the Federal *No Child Left Behind* Act of 2001, "Where topics are taught that may generate controversy, (such as biological evolution) the curriculum should help students to understand the full range of scientific views that exist, why such topics may generate controversy,..." (Dec.13, 2001, House Report No. 107-334).
- ★ *Teach the Controversy*, part of the attachment, states that science teachers should be required to teach Darwin's theory of evolution, including evidence both for and against it.
- ★ The Ohio State Board of Education voted 18-0 to adopt the new Science Standards on December 10th, 2002, which states for its Grade 10 indicator 23: "Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory."
- ★ The Mt. Vernon Board of Education has the following policy: The students have the right -
 - 1) to study political, economic, social, and moral controversial issues;
 - 2) to have access to relevant information regarding these issues;
 - 3) to study in an atmosphere of freedom from bias and prejudices.
 - 4) to form and express opinions on controversial issues.(See Program 2240\p.1of1)

What do people in Ohio say about this?

82% of Ohioans want evolution to be able to be questioned in the schools, according to a poll by the Mason-Dixon Polling & Research, published in the Plain Dealer, June 9, 2002.

Fifty-two Ohio scientists signed a press release on March 20, 2002 affirming that students should be permitted to learn scientific evidence both for and against controversial theories such as evolution. The statement read that a science curriculum should encourage critical thinking and not censor it. (Issued by Science Excellence for All Ohioans. See www.sciohio.org/start.htm)

Nationwide, 100 highly credentialed scientists recently signed a statement that included this: "Careful examination of the evidence for Darwinian theory should be encouraged." (published by the Discovery Institute, Seattle, WA; See www.intelligentdesignnetwork.org/Polls.PDF)

Please see the attached suggested policy statement.

***A Suggestion to the Mount Vernon City School Board
for an Objective Origins Science Policy:***

This policy encourages objectivity, critical thinking and discussion of the full range of scientific views regarding origins as contemplated by the *No Child Left Behind* Act of 2001.

(This statement and the policy itself copied from
www.intelligentdesignnetwork.org/TeachingResources.htm#List%20of%20questions)

OBJECTIVE ORIGINS SCIENCE POLICY⁽¹⁾

**BE IT RESOLVED THAT THE FOLLOWING POLICY IS HEREBY ADOPTED FOR
USE WITHIN THE _____ SCHOOL DISTRICT:**

It is the intent of this Board that to enhance the effectiveness of science education and to promote academic freedom and the neutrality of state government with respect to teachings that touch religious and nonreligious beliefs, it is necessary and desirable that science which seeks to explain the origins of life and its diversity (origins science), be conducted and taught objectively and without religious, naturalistic, or philosophic bias or assumption. To further this intent, the instructional program provided by schools within this district shall do all of the following:

- (A) Encourage the presentation of scientific evidence regarding the origins of life and its diversity objectively and without religious, naturalistic, or philosophic bias or assumption;
- (B) Require that whenever explanations regarding the origins of life and its diversity are presented, appropriate explanation and disclosure shall be provided regarding the historical nature of origins science and the use of any material assumption which may have provided a basis for the explanation being presented;
- (C) Encourage the development of curriculum that will help students think critically about the claims of evolutionary theory, understand the full range of scientific views that exist regarding the origins of life and its diversity, and understand why origins science may generate controversy.

1. The policy is nearly identical to the provisions of HB 481, a proposal pending in the Ohio House of Representatives as of July 27, 2002. A Technical Explanation of this policy may be found at <http://www.IntelligentDesignnetwork.org/schoolpolicyexplanation.htm>.



THE WOODPECKER

THE WOODPECKER'S _____ IS UNLIKE THAT OF OTHER _____.
IT IS DESIGNED TO _____ ITS WAY INTO THE HARDEST OF _____.
IT HAS A _____, THOUGH, BEAK.

A _____ DECIDED THAT THERE MUST BE ALL KINDS OF LITTLE
_____ WHICH WOULD BE GOOD FOR _____.
HIDDEN BENEATH THE _____ OF TREES. AND THIS BIRD DECIDED TO
_____ THROUGH THE _____ AND INTO THE _____
TREE. WHAT WOULD HAPPEN ON HIS FIRST _____?

ANSWER - HIS BEAK WOULD _____ AND HE WOULD HAVE
A MIGRAINE-STRENGTH _____.

WITH THE SHATTERED _____, THE LITTLE BIRD WAS UNABLE TO
_____ AND SO IT _____. NOW THIS BIRD BEGAN TO _____,
"I MUST _____ A THICKER BEAK, STRONGER _____ FEATHERS,
AND SOMETHING TO HELP _____ HEADACHES." OF COURSE
NOT. _____ ANIMALS CANNOT _____ ANYTHING.

YET THE _____ HAS AN INDUSTRIAL-STRENGTH BEAK,
IT ALSO HAS A SPECIAL _____ BETWEEN ITS _____
AND _____ TO ABSORB SOME _____.

IT USES ITS TAIL _____ AND _____ TO FORM A
_____ EFFECT AS IT CLINGS TO THE TREES. ITS FEET ARE
SPECIALLY DESIGNED TO ENABLE IT TO _____. THE FEET OF THE
WOODPECKER HAVE _____ TOES IN _____ AND _____
TOES IN THE _____. MOST BIRDS HAVE _____ TOES IN
FRONT AND _____ IN BACK.

IF IT HAD _____ THESE THINGS, IT WOULD STILL _____ OF
_____. WHY? HAVE YOU EVER ATTEMPTED TO _____
AN INSECT LARVA OUT OF A _____? THEY _____ ON!

BOARD - EXHIBIT 40.

THE WOODPECKER HAS A _____ THAT IS SEVERAL TIMES
LONGER THAN THE AVERAGE _____ TONGUE AND THE _____
IS LIKE A SPEARHEAD WITH A NUMBER OF _____. IT ALSO HAS A
MINI _____ FACTORY AND THE GLUE STICKS SECURELY TO
_____, BUT DOES NOT STICK TO THE _____ OF THE
WOODPECKER.

QUESTION??

_____ + _____ + _____ = WOODPECKER
(LUCK)

IS THERE AN I.D. INVOLVED?

THE WOODPECKER

THE WOODPECKER'S beak IS UNLIKE THAT OF OTHER birds. IT IS DESIGNED TO peck ITS WAY INTO THE HARDEST OF trees. IT HAS A thick, THOUGH, BEAK.

A bird DECIDED THAT THERE MUST BE ALL KINDS OF LITTLE insects WHICH WOULD BE GOOD FOR eating lunch HIDDEN BENEATH THE bark OF TREES. AND THIS BIRD DECIDED TO peck THROUGH THE bark AND INTO THE hardwood TREE. WHAT WOULD HAPPEN ON HIS FIRST peck?

ANSWER - HIS BEAK WOULD shatter AND HE WOULD HAVE A MIGRAINE-STRENGTH headache.

WITH THE SHATTERED beak, THE LITTLE BIRD WAS UNABLE TO eat AND SO IT died. NOW THIS BIRD BEGAN TO think, "I MUST evolve A THICKER BEAK, STRONGER tail FEATHERS, AND SOMETHING TO HELP prevent HEADACHES." OF COURSE NOT. Dead ANIMALS CANNOT think ANYTHING.

YET THE woodpecker HAS AN INDUSTRIAL-STRENGTH BEAK, IT ALSO HAS A SPECIAL cartilage BETWEEN ITS head AND beak TO ABSORB SOME shock.

IT USES ITS TAIL feathers AND feet TO FORM A tripod EFFECT AS IT CLINGS TO THE TREES. ITS FEET ARE SPECIALLY DESIGNED TO ENABLE IT TO move. THE FEET OF THE WOODPECKER HAVE two TOES IN front AND two TOES IN THE back. MOST BIRDS HAVE 3 TOES IN FRONT AND 1 IN BACK.

IF IT HAD all THESE THINGS, IT WOULD STILL die OF starvation! WHY? HAVE YOU EVER ATTEMPTED TO pull drag AN INSECT LARVA OUT OF A tree? THEY hold ON!

THE WOODPECKER HAS A longue THAT IS SEVERAL TIMES LONGER THAN THE AVERAGE bird's TONGUE AND THE tip IS LIKE A SPEARHEAD WITH A NUMBER OF barks. IT ALSO HAS A MINI glue FACTORY AND THE GLUE STICKS SECURELY TO insects, BUT DOES NOT STICK TO THE wood OF THE WOODPECKER.

QUESTION??

impersonal + time + chance = WOODPECKER
(LUCK)

IS THERE AN I.D. INVOLVED?



DIRECTIONS: FOLLOW ALONG AND FILL IN THE MISSING WORDS.

THE GIRAFFE:

- MATURE bull ^{-male} GIRAFFE - 18 FEET TALL
- LONG neck
- NEEDS A GOOD PUMP (heart) FOR BLOOD TO THE brain
- heart IS 2 1/2 FEET LONG
- IT IS A POWERFUL HEART. WHEN HE bends DOWN TO DRINK H₂O, THE BLOOD pressure IS MORE THAN ENOUGH TO BURST THE BLOOD VESSELS OF THE brain.
- Evolution SAYS SOMETHING DOES NOT EVOLVE UNTIL THE ORGANISM SOMEHOW REALIZES THAT AN improvement OR ADAPTATION IS NEEDED.
- THE giraffe WOULD NOT KNOW IT NEEDED TO PROTECT ITS brain FROM THE DEVASTATION OF EXCESSIVE BLOOD PRESSURE UNTIL IT HAD died.
- HOW CAN IT "evolve" A PROTECTIVE MECHANISM AFTER IT KNOWS IT NEEDS IT, IF IT IS NO LONGER alive TO DO IT?
- GIRAFFES HAVE A protective MECHANISM
- Valves IN THE artery IN ITS NECK BEGIN TO CLOSE WHEN HIS HEAD GOES down.
- ALSO, THE LAST pump OF THE HEART (WHEN THE HEAD IS GOING DOWN) IS SHUNTED INTO A GROUP OF VESSELS SIMILAR TO A sponge CALLED A "RETE MIRABLE".
- WE ALL KNOW THAT dead ANIMALS DON'T EVOLVE ANYTHING, EVEN THOUGH EVOLUTION DEMANDS ITS CREATURES REALIZE THEY NEED AN IMPROVEMENT BEFORE THAT IMPROVEMENT BEGINS TO EVOLVE.

-ANOTHER PROBLEM ARISES - A lion CREEPS UP AND PREPARES TO kill ITS SPOTTED paw. THE GIRAFFE QUICKLY RAISES ITS head. THIS CAUSES A REDUCED blood FLOW - THE GIRAFFE PASSES out. THE LION eats A HEARTY MEAL AND THE GIRAFFE, WERE IT ALIVE, WOULD REALIZE THAT IT HAD BETTER EVOLVE SOME MECHANISM TO RE-OXYGENATE ITS OXYGEN DEPRIVED brain. REMEMBER THAT dead ANIMALS DON'T EVOLVE ANYTHING.

BUT THE GIRAFFE Survives,

AS THE GIRAFFE RAISES HIS head, THE ARTERIAL VALVES open. THE "SPONGE" SQUEEZES ITS OXYGENATED blood INTO THE brain.

ALSO GOING down THE GIRAFFES NECK, THE vein THAT CONTAINS VALVES WHICH CLOSE TO HELP level OUT THE BLOOD PRESSURE. SO THE GIRAFFE DOESN'T BECOME LION lunch.

CAN WE SAY THAT A giraffe IS A giraffe?

IT IS A DISTINCT SPECIES, A DISCRETE ENTITY. NO ONE WOULD SAY A GIRAFFE IS A "MISSING link" OR A "TRANSITIONAL form". A GIRAFFE IS NOT SOME creature EMERGING FROM SOME OTHER CREATURE OR CHANGING INTO A "HIGHER" OR MORE complex ANIMAL.

A GIRAFFE IS A GIRAFFE.

IMPERSONAL + TIME + CHANCE = long neck giraffe?

IS THERE AN I.D. INVOLVED?

last pump of the heart (when the head is going down)
shunted into a group of vessels similar to a sponge
called "Rete Mirabile" We

DIRECTIONS: FOLLOW ALONG AND FILL IN THE MISSING WORDS.

THE GIRAFFE:

-MATURE _____ GIRAFFE - 18 FEET TALL

-LONG _____

-NEEDS A GOOD PUMP (_____) FOR BLOOD TO THE _____

-_____ IS 2 1/2 FEET LONG

-IT IS A POWERFUL HEART. WHEN HE _____ DOWN TO DRINK H₂O,
THE BLOOD _____ IS MORE THAN ENOUGH TO BURST THE
BLOOD VESSELS OF THE _____.

-_____ SAYS SOMETHING DOES NOT EVOLVE UNTIL THE
ORGANISM SOMEHOW REALIZES THAT AN _____ OR
ADAPTATION IS NEEDED.

-THE _____ WOULD NOT KNOW IT NEEDED TO PROTECT ITS
_____ FROM THE DEVASTATION OF EXCESSIVE BLOOD
PRESSURE UNTIL IT HAD _____.

-HOW CAN IT "_____ " A PROTECTIVE MECHANISM AFTER IT
KNOWS IT NEEDS IT, IF IT IS NO LONGER _____ TO DO IT?

-GIRAFFES HAVE A _____ MECHANISM

-_____ IN THE _____ IN ITS NECK BEGIN
TO CLOSE WHEN HIS HEAD GOES _____.

-ALSO, THE LAST _____ OF THE HEART (WHEN THE HEAD IS GOING
DOWN) IS SHUNTED INTO A GROUP OF VESSELS SIMILAR TO A _____
CALLED A "RETE MIRABLE".

-WE ALL KNOW THAT _____ ANIMALS DON'T EVOLVE ANYTHING, EVEN
THOUGH EVOLUTION DEMANDS ITS CREATURES REALIZE THEY NEED AN
IMPROVEMENT BEFORE THAT IMPROVEMENT BEGINS TO EVOLVE.

-ANOTHER PROBLEM ARISES - A _____ CREEPS UP AND PREPARES TO
_____ ITS SPOTTED _____. THE GIRAFFE QUICKLY RAISES ITS
_____. THIS CAUSES A REDUCED _____ FLOW - THE
GIRAFFE PASSES _____. THE LION _____ A HEARTY MEAL AND THE
GIRAFFE, WERE IT ALIVE, WOULD REALIZE THAT IT HAD BETTER EVOLVE SOME
MECHANISM TO RE-OXYGENATE ITS OXYGEN DEPRIVED _____!
REMEMBER THAT _____ ANIMALS DON'T EVOLVE ANYTHING.

BUT THE GIRAFFE _____!

AS THE GIRAFFE RAISES HIS _____, THE ARTERIAL VALVES
_____. THE "SPONGE" SQUEEZES ITS OXYGENATED _____
INTO THE _____.

ALSO GOING _____ THE GIRAFFES NECK, THE _____ THAT
CONTAINS VALVES WHICH CLOSE TO HELP _____ OUT THE
BLOOD PRESSURE. SO THE GIRAFFE DOESN'T BECOME LION _____.

CAN WE SAY THAT A _____ IS A _____?

IT IS A DISTINCT SPECIES, A DISCRETE ENTITY. NO ONE WOULD SAY A
GIRAFFE IS A "MISSING _____" OR A "TRANSITIONAL _____". A
GIRAFFE IS NOT SOME _____ EMERGING FROM SOME OTHER
CREATURE OR CHANGING INTO A "HIGHER" OR MORE _____ ANIMAL.

A GIRAFFE IS A GIRAFFE.

IMPERSONAL + TIME + CHANCE = _____?

IS THERE AN I.D. INVOLVED?

PLAINTIFF'S
EXHIBIT

#12
Freshwater

QUIZ
GIRAFFE + WOODPECKER

#1 HOW LONG IS THE HEART OF THE GIRAFFE ?

#2 WHY DOES A GIRAFFE NEED SUCH A STRONG ,
BIG HEART ?

#3 WHY DOESN'T THE GIRAFFE HEAD BLOW UP
WHEN HE PUTS HIS HEAD DOWN ?

#4 IS THE GIRAFFE A TRANSITIONAL FORM ?
(CIRCLE) YES OR NO

#5 WHAT WOULD HAPPEN TO THE BEAK OF A BIRD
THAT WAS EVOLVING INTO A WOODPECKER ?

#6 THE WOODPECKER HAS BEHIND HIS BEAK A
SPECIAL _____ TO ABSORB THE SHOCK.

#7 WOODPECKERS FEET LOOK LIKE WHAT?

#8 WHAT IS THE DIFFERENCE BETWEEN A
WOODPECKER TONGUE AND OTHER BIRDS?

#9 ALSO ON HIS TONGUE A WOODPECKER HAS WHAT
TWO THINGS TO HELP IT GET INSECT LARVA?

#10 IMPERSONAL + _____ + CHANCE = GIRAFFE??
IS THEIR A _____ INVOLVED ?????

BOARD - EXHIBIT 39,

MRS. MASHAN
HEY

QUIZ HAVE FUN!!!!!!

- #1- WHICH IS LARGER MALE OR FEMALE OF THE ANGLER FISH? FEMALE
- #2- HOW DOES THE ANGLER FISH EAT? FISHING ROD WITH BAIT AND A LIGHT
- #3- WHERE ARE THE EGGS WHEN THEY HATCH FROM AN ANGLER FISH? SURFACE OF THE OCEAN
- #4- CAN DEAD THINGS EVOLVE? NO
- #5- AN ANGLER FISH LACKS A SWIM BLADDER LIKE OTHER FISH HAVE TO STAY BOUYANT.
- #6- COULD AN ANGLER FISH EVOLVE? EXPLAIN (OPINION ANSWER)
- #7- THE EGG OF A CHICKEN HAS ABOUT 10,000 TINY HOLES / PORES
- #8- IN THE FIRST FEW DAYS AFTER THE EGG IS LAID, TWO BLOOD VESSELS (MEMBRANE) ATTACH TO THE SHELL AND TWO BLOOD VESSELS ATTACH TO THE YOLK (FOOD)
- #9- AFTER THE 19TH DAY THE CHICK GROWS AN EGG TOOTH AT THE END OF HIS BEAK.
- #10- THE AIR SACK HAS ENOUGH AIR FOR A GROWING CHECK TO SURVIVE ABOUT 6 MORE HOURS BEFORE IT PECKS THROUGH THE SHELL.
- #11- DID THIS EGG EVOLVE OVER MILLIONS-OF YEARS ? EXPLAIN
(NO CORRECT ANSWER - YOUR OPINION)

BOARD - EXHIBIT 38

Dragon History

Page 1 of 2



Dragon History

Dragon History - Universal Concept In Ancient Cultures

Dragon history is nearly universal throughout the world's ancient cultures. Where did this global concept originate? How did societies throughout the world describe, record, draw, etch, sew and carve such creatures in such uniformity, if they did not witness these creatures during their lifetimes?

Dragon History - Dinosaurs Revealed

Dragon history can be summed up as follows: "The dragons of legend are strangely like actual creatures that have lived in the past. They are much like the great reptiles [dinosaurs], which inhabited the earth long before man is supposed to have appeared on earth." (Knox Wilson, "Dragon", *The World Book Encyclopedia*, Vol. 5, 1973, pg. 265.)

In light of that statement from *The World Book Encyclopedia*, many people don't realize that paleontology (the study of past geological ages based primarily on the study of fossils) is a relatively new science. In fact, the concept of dinosaurs (giant lizards) only surfaced in its present form less than 180 years ago. Prior to that, anyone who found a large fossilized bone assumed it came from an elephant, dragon or giant. There wasn't any notion of "science" attached to these finds.

It wasn't until 1841 that English scientist Richard Owens suggested that the group of "newly discovered" animals be called "dinosaurs," which literally means "terrible lizards." Throughout the next few decades, the first artist depictions of dinosaurs were actually comical when compared to what we can scientifically discern today. How then, do pottery, linens, cave paintings, and written descriptions of "dragons" from 2,000 to 4,000 years ago depict dinosaurs better than what science could muster in the mid-1800's?

Dragon

accounts from China, Europe, the Middle East, and ancient Latin America share similar accounts of "dragons" and other beasts. Some cultures revered these creatures. For instance, records of Marco Polo in China show that the royal house kept dragons for ceremonies, and records of the Greek historian Herodotus and the Jewish historian Josephus describe flying reptiles in ancient Egypt and Arabia. In other cultures, it was a great honor to kill these creatures. There are numerous records of warriors killing great beasts in order to establish credibility in a village. *Gilgamesh*, *Fafnir*, *Beowulf* and other famous legends, including the mythology of Egypt, Greece and Rome, include specific descriptions

of dragons and other dinosaur-like creatures.

Dragon history is revealed on numerous objects of ancient art throughout the world. Dinosaur-like creatures are featured on Babylonian landmarks, Roman mosaics, Asian pottery and royal robes, Egyptian burial shrouds and government seals, Peruvian burial stones and tapestries, Mayan sculptures, Aboriginal and Native American petroglyphs (carved rock drawings), and many other pieces of ceremonial art throughout ancient cultures. What does all this evidence really mean? Please keep reading

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Dinosaur Fossils

Page 1 of 2



Dinosaur Fossils - Age Old Debate

Dinosaur Fossils: Some Definitions

The term "Dinosaur Fossils" comes from three Latin words: Deinos, meaning "great;" Sauros, meaning "lizard;" and Fossills, meaning "dug up." Therefore, dinosaur fossil literally means "great lizard that was dug up." British anatomist Sir Richard Owen (1804-1892) coined the word "dinosaur" in 1841.

Dinosaur Fossils: Early Discoveries

A British fossil finder and ecclesiastic, William Buckland (1784-1856), discovered the first dinosaur fossil remains of our modern times. In 1819, Buckland discovered the Megalosaurus Bucklandii (Buckland's Giant Lizard) in England. It was given its name in 1824. Prior to this, Reverend Plot had found a huge femur bone as early as 1676 in England. It was thought to belong to a giant. R. Brookes published a report on Plot's find in 1763. Authorities suggest it may actually have belonged to a dinosaur. However, with the discovery of giant human skeletal remains ranging from 8 feet to 12 feet-tall around the world in the last few hundred years, many believe the Plot femur may have belonged to a very tall human. In 1838, William Parker Foulke found the first (nearly) complete dinosaur fossil remains in New Jersey, USA. Since Buckland's original discovery in 1819, approximately 330 different dinosaur genera have been discovered thus far.

Dinosaur Fossils: Sedimentary Rock

Dinosaur fossils, as with other fossils, are found throughout earth's sedimentary layers. To date, approximately 95.0% of all earth's fossil remains are marine invertebrates, 4.74% are plants, 0.25% are land invertebrates (including insects), and 0.0125% are vertebrates. Of the vertebrates, the majority are fish. Moreover, 95% of all land vertebrates found consist of less than one bone. However, billions of fossils have been found. Up to as many as 1,200 dinosaur skeletons have been discovered thus far. Sedimentary rock (sandstone, siltstone, shale, limestone, etc) is laid down by moving water, layer upon layer, in a process known as hydrologic sorting. Animals whose fossil remains are found must have been caught in this running water to have been buried and preserved. The remains would be sorted by density just as the rocks were. If not buried, the carcass would rot or be scavenged. Fossil remains of clams (found in the closed position, indicating they were buried alive) have been found atop Mt. Everest. Sedimentary layers and fossil remains seem to be a testimony to a past marine cataclysm. There are nearly 300 surviving Flood Legends passed down by ancient civilizations. Some suggest Noah's Flood.

Dinosaur Fossils: Age of the Dinosaurs

Dinosaur fossils were once thought to be millions of years old. This age was based upon the geologic column. The geologic column dates fossils by the rocks in which they are found, and dates rocks by the fossils they contain. Critics insist this is circular reasoning. "The Intelligent layman has long suspected circular reasoning in the use of rocks to date fossils and fossils to date rocks" (J.E. O'Rourke, "American Journal of Science," 1976, 276:51). Furthermore, the geologic column assumes uniformity, which has come to be disproved by such geologic features as poly-strata, fossils, misplaced fossils, missing layers, and misplaced layers (such as layers in reverse order, or "ancient" layers found several layers above "modern" layers). Most recently, advocates of an "Old Earth" turn to

Dinosaur Fossils

Page 2 of 2

Radiometric Dating to prove dinosaurs to be ancient. Though they cannot date the dinosaur remains themselves, they can date rocks buried near the dinosaur remains. This is not accepted by many authorities as valid, as Radiometric Dating is based upon controversial assumptions held to be erroneous by many scholars, as indicated by empirical research. Dinosaurs are assumed to be millions of years old. Many now purpose they died off in recent times and are responsible for the myriad of dragon myths. This has come to be a popular theory with such discoveries as the Ica Stones, the Glenn Rose tracks, etc. In addition, human remains have been found buried with dinosaur remains on more than one occasion. It may be that man hunted dinosaurs to extinction.

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-Dinosaur Extinction

Page 1 of 2



Dinosaur Extinction -

Dinosaur Extinction: Another Theory

Dinosaur Extinction is a hot topic for debate. New theories for the catastrophe that killed the dinosaurs are presented every couple of years. We have viewed the evidence and have decided to present our own theory.

Dinosaur Extinction: The Premise

Dinosaur extinction -- Most scientists believe that dinosaurs went extinct about 50 to 65 million years ago. Most scientists agree that man's conception of dinosaurs has been limited to the past 180 years or so (the word itself wasn't even coined until 1841). Therefore, if we discovered evidence of man's knowledge of (or coexistence with) dinosaurs during the last couple of centuries, "science" (as we know it) would be turned upside down.

Dinosaur Extinction: The Evidence

1. Human & Dinosaur Fossils. Human bones and tools coexist in the same fossil layers as dinosaur bones in Texas and the Dakotas.
2. Human & Dinosaur Footprints. Footprints of dinosaurs, humans and other mammals coexist in the same fossil layers in Texas and New Mexico.
3. Native American Petroglyphs. Cave and cliff drawings in Utah and Colorado crudely depict certain dinosaur species (dated from 400 A.D. to 1300 A.D.).
4. Ica Stones. Ceremonial burial stones discovered in Ica, Peru depict numerous species of dinosaurs, some in activities with man (dated from 500 A.D. to 1500 A.D.).
5. Acambaro Figurines. Ceramic and stone figurines discovered in Acambaro, Mexico represent many species of dinosaurs (dated from 800 B.C. to 200 A.D.).
6. Dragon Accounts. China, Europe and the Middle East share similar accounts of "dragons" and other beasts. Some cultures revered these creatures. For instance, records of Marco Polo in China show that the royal house kept dragons for ceremonies. In other cultures, it was a great honor to kill these beasts. There are numerous records of warriors killing great beasts in order to establish credibility in a village.
7. --
8. Gilgamesh, Fafnir, Beowulf and other Legends. Many famous legends, including the mythology of Egypt, Greece and Rome, include specific descriptions of dragons and other dinosaur-like creatures.
9. Dragons in Ancient Art. Dinosaur-like creatures are featured on Babylonian landmarks, Roman mosaics, Egyptian burial shrouds, and many other pieces of art throughout the ancient world.
10. Current Legends & Discoveries. There is a huge and credible ? legacy of sea, lake and swamp "monsters," even to this day. wa?

Dragons
are
only
refer
to
monsters

Dinosaur Extinction

Page 2 of 2

Dinosaur Extinction: The Theory

Dinosaur Extinction is a recent phenomenon. Many of the great sea and land monsters went extinct in a global flood about 4400 years ago. Some of these creatures survived and inhabited earth with man, until they too went extinct as man killed them for sport, safety, and expansion (like black bears in Florida and bison in the Western U.S.). We know this theory is revolutionary to many

[REDACTED]

Still
readable
"Bible"

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Dinosaur Extinction - Compelling New Theory

Dinosaur Extinction: Another Theory

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7. Behemoth, Leviathan and the Dragons of the Bible. Job writes of great creatures, Behemoth and Leviathan, nearly 4000 years ago. Although more recent Bible translations use elephant, hippo or crocodile instead, the original Hebrew does not allow for these interpretations. The word "dragon" (Hebrew: tannin) is used numerous times in the Old Testament, and most directly translates as "sea or land monsters."
8. Gilgamesh, Fafnir, Beowulf and other Legends. Many famous legends, including the mythology of Egypt, Greece and Rome, include specific descriptions of dragons and other dinosaur-like creatures.
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Does God Exist?

[Big Bang Theory](#)
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Who is God?

Who is Jesus?

Which Religion?

How Can I Know God?

Popular Cultural Issues